

Whale Branch Elementary

15 Stuart Point Road
Seabrook, SC 29940

Grades	PK-5 Elementary School	
Enrollment	364 Students	
Principal	Kathy Rundquist	843-466-1000
Superintendent	Edna H. Crews	843-322-2300
Board Chair	Ms. Dale Friedman	843-322-2356

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	6	48	76	14

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No
2005	Unsatisfactory	Good	No

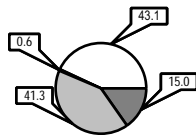
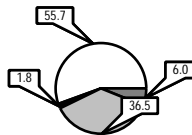
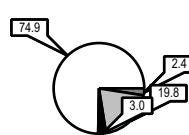
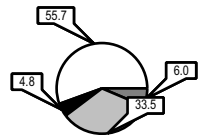
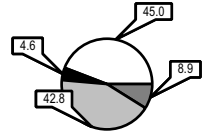
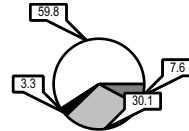
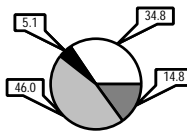
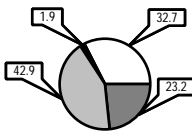
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	188	95.7	41.0	42.9	15.5	0.6	27.3	Yes	Yes
Gender									
Male	108	94.4	38.2	42.7	18.0	1.1	32.6		
Female	80	97.5	44.4	43.1	12.5	0.0	20.8		
Racial/Ethnic Group									
White	45	95.6	18.4	52.6	26.3	2.6	55.3	I/S	Yes
African American	138	95.7	48.3	39.2	12.5	0.0	18.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	141	97.9	42.7	44.4	12.1	0.8	27.4		
Disabled	47	89.4	35.1	37.8	27.0	0.0	27.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	188	95.7	41.0	42.9	15.5	0.6	27.3		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	186	95.7	41.3	42.5	15.6	0.6	27.5		
Socio-Economic Status									
Subsidized meals	162	95.7	42.6	43.4	14.0	0.0	24.3	Yes	Yes
Full-pay meals	26	96.2	32.0	40.0	24.0	4.0	44.0		

Mathematics – State Performance Objective = 36.7%									
All Students	188	96.8	54.6	37.4	6.1	1.8	18.4	No	Yes
Gender									
Male	108	96.3	51.6	37.4	8.8	2.2	18.7		
Female	80	97.5	58.3	37.5	2.8	1.4	18.1		
Racial/Ethnic Group									
White	45	97.8	25.6	51.3	17.9	5.1	41.0	I/S	Yes
African American	138	96.4	65.3	31.4	2.5	0.8	11.6	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	141	97.9	50.8	40.3	6.5	2.4	22.6		
Disabled	47	93.6	66.7	28.2	5.1	0.0	5.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	188	96.8	54.6	37.4	6.1	1.8	18.4		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	186	96.8	54.9	37.0	6.2	1.9	18.5		
Socio-Economic Status									
Subsidized meals	162	96.9	62.3	33.3	2.9	1.4	15.2	No	Yes
Full-pay meals	26	96.2	12.0	60.0	24.0	4.0	36.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	188	96.8	74.2	20.2	2.5	3.1	5.5
Gender							
Male	108	96.3	73.6	18.7	3.3	4.4	7.7
Female	80	97.5	75.0	22.2	1.4	1.4	2.8
Racial/Ethnic Group							
White	45	97.8	48.7	35.9	2.6	12.8	15.4
African American	138	96.4	82.6	14.9	2.5	0.0	2.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	141	97.9	69.4	24.2	2.4	4.0	6.5
Disabled	47	93.6	89.7	7.7	2.6	0.0	2.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	188	96.8	74.2	20.2	2.5	3.1	5.5
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	186	96.8	74.1	20.4	2.5	3.1	5.6
Socio-Economic Status							
Subsidized meals	162	96.9	79.0	18.8	1.4	0.7	2.2
Full-pay meals	26	96.2	48.0	28.0	8.0	16.0	24.0

Social Studies							
All Students	188	97.3	54.9	34.1	6.1	4.9	11.0
Gender							
Male	108	97.2	55.4	31.5	7.6	5.4	13.0
Female	80	97.5	54.2	37.5	4.2	4.2	8.3
Racial/Ethnic Group							
White	45	100.0	35.0	37.5	12.5	15.0	27.5
African American	138	96.4	61.2	33.1	4.1	1.7	5.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	141	97.9	46.8	39.5	8.1	5.6	13.7
Disabled	47	95.7	80.0	17.5	0.0	2.5	2.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	188	97.3	54.9	34.1	6.1	4.9	11.0
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	186	97.3	54.6	34.4	6.1	4.9	11.0
Socio-Economic Status							
Subsidized meals	162	97.5	58.3	33.8	4.3	3.6	7.9
Full-pay meals	26	96.2	36.0	36.0	16.0	12.0	28.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	57	100.0	33.3	52.6	14.0	N/A	14.0
	4	77	100.0	49.4	41.6	9.1	N/A	9.1
	5	67	100.0	52.2	44.8	3.0	N/A	3.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	57	94.7	28.9	48.9	20.0	2.2	22.2
	4	63	96.8	40.0	43.6	16.4	0.0	16.4
	5	68	95.6	50.8	37.7	11.5	0.0	11.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	57	100.0	61.4	31.6	5.3	1.8	7.0
	4	77	100.0	62.3	29.9	5.2	2.6	7.8
	5	67	100.0	47.8	49.3	3.0	N/A	3.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	57	98.3	61.7	34.0	4.3	0.0	4.3
	4	63	96.8	52.7	34.5	9.1	3.6	12.7
	5	68	95.6	50.8	42.6	4.9	1.6	6.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	57	98.3	74.5	19.1	2.1	4.3	6.4
	4	63	96.8	74.5	20.0	1.8	3.6	5.5
	5	68	95.6	73.8	21.3	3.3	1.6	4.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	57	100.0	45.8	39.6	6.3	8.3	14.6
	4	63	96.8	45.5	43.6	5.5	5.5	10.9
	5	68	95.6	70.5	21.3	6.6	1.6	8.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 364)				
First graders who attended full-day kindergarten	100.0%	Up from 86.8%	100.0%	100.0%
Retention rate	5.3%	Up from 3.2%	3.9%	3.0%
Attendance rate	95.6%	Down from 95.7%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.8%	Down from 9.5%	5.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.2%	Down from 8.5%	5.0%	3.2%
Eligible for gifted and talented	10.2%	Down from 11.5%	5.1%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.0%	Down from 7.4%	7.9%	8.2%
Older than usual for grade	0.0%	Down from 0.3%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 34)				
Teachers with advanced degrees	52.9%	Down from 57.6%	50.0%	52.6%
Continuing contract teachers	88.2%	Up from 81.8%	76.9%	83.3%
Highly qualified teachers	94.1%	Up from 88.0%	92.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	2.4%	0.0%
Teachers returning from previous year	83.9%	Up from 83.0%	83.3%	87.0%
Teacher attendance rate	93.8%	Up from 93.7%	94.9%	95.0%
Average teacher salary	\$43,990	Up 6.1%	\$40,385	\$41,703
Prof. development days/teacher	27.5 days	Up from 26.5 days	13.4 days	12.8 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 9.7 to 1	16.6 to 1	18.8 to 1
Prime instructional time	82.2%	Down from 85.1%	88.9%	89.8%
Dollars spent per pupil*	\$8,544	Up 15.5%	\$7,241	\$6,242
Percent of expenditures for teacher salaries*	67.3%	Down from 70.3%	63.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	82.9%	Down from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Below Average	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.1%		89.4%	
Highly qualified teachers in high poverty schools	94.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Students, Parents, Staff and Community,

What a wonderful year we've had with our students! We've watched them blossom and grow! Some of our favorite memories include seeing little children snuggled up with a book in a reading center, seeing a student focused on a challenging mathematics problem, listening to a student making a report on his research, and seeing the amazement of little children who returned from an Intercession to see that their seeds had sprouted. We remember all of the children who were so proud of how they scored on the MAP tests (computer-based tests). We have so many of these memories that we hope will be reflected in our PACT scores.

This year has been a year of learning for our teachers with the anticipation that this will transfer to student learning. As a Reading First School, all teachers have had training in five components of literacy. In addition, our literacy coach conducted "literacy conversations" where teachers met to learn and share strategies for teaching reading, with professional literature providing support. State professional development providers worked with teachers in grades kindergarten through grade 3 in assessing student learning in reading and using the assessment results in planning instruction. Our Reading Recovery teachers provided individual instruction for some first graders and worked as interventionists with groups of primary-age children. All children in grades kindergarten through third had a two-hour block of time devoted to reading instruction.

Our community has supported us through our PTO, School Improvement Council, and our churches and businesses. Our PTO reached its goal of raising enough money to purchase a marquee for our school. Our School Improvement Council helped in the preparation of the school's strategic plan and made recommendations for improvements in the school.

We are fortunate to have funding from grants to support our local budget. We received Title I grant funding and support for our after-school program from a 21st Century grant and a grant from SCANA. The State Department of Education's Office of School Quality has provided staff development and four Teacher Specialists.

Thank you to everyone who helped make this year special and successful for our students

Kathy Rundquist, Interim Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	57	35
Percent satisfied with learning environment	70.8%	86.0%	54.5%
Percent satisfied with social and physical environment	76.0%	69.6%	67.6%
Percent satisfied with school-home relations	24.0%	84.2%	43.8%

*Only students at the highest elementary school grade level at this school and their parents were included.